**Engage New York Module Assessment Item Analysis: Module\_\_\_\_\_\_\_\_ Assessment\_\_\_\_\_\_\_\_Item\_\_\_\_\_\_\_\_**

**Overall:** Look at Homeroom to quickly answer these questions. (Note: These “overall” questions can be done individually by teachers prior to the team meeting.)

* **(5 min.) Which question(s) had the highest percent of students meeting standard?** What does this tell us about what students know? *Come to the meeting prepared to speak to this. Basically, what went well and what did you do to encourage this? Each team member shares for 1 minute. Keep this positive.*
* **(10 min.) Which question(s) had the lowest percent of students meeting standard?** 
  + How important is this question: Does this question measure a major cluster?
* No If no, select another problem with a low percent of students meeting standard, then continue.
* Yes If yes, continue. Sort student work into groups according to score level on that question. (Homeroom can facilitate this task.)

Review student scores and scoring rubric language

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|  | **Question #\_\_\_\_\_\_ Big Idea: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
|  | ***Percent of Students scoring 2pts on this question:\_\_\_\_\_\_\_\_*** | ***Percent of Students scoring 1pt on this question:\_\_\_\_\_\_\_*** |
| **(5 min.) Hypothesis: Where does it seem student mastery broke down on this question?** What do students know? What don’t students know? |  |  |
| **(5 min.) What patterns do you see within student work on this question?** |  |  |
| **(5 min.) FINAL CONCLUSION: What misunderstandings did students have?**  Review Student work  Group students with similar misconceptions (i.e. place value, regrouping, common denominator, etc.).  If you need to investigate further, find questions that assess the same standard. Did students score differently? Why? |  |  |
| **(10 min.) Brainstorm ideas (activities) for correcting student misconceptions within this big idea/major cluster.**  Define Action Steps  **Select an action that you will commit to use.** |  |  |
| **(5 min.) When and how will I assess this skill again?** (both formatively and summatively)? Be specific about your time frame. |  |  |